

The Influence of Head teachers' Instructional Leadership Practices on Teaching Morale in Public Primary Schools: Evidence from Mwanza Region, Tanzania

Venant Fundi^{1,2}, Dr. Prisca Mbogo¹ and Dr. Coletha Ngirwa¹

¹The Open University of Tanzania (OUT), Tanzania.

²Agency for the Development of Educational Management (ADEM), Tanzania.

Received: 11 Nov 2025; Received in revised form: 09 Dec 2025; Accepted: 14 Dec 2025, Published on: 19 Dec 2025

©2025 The Author(s). Published by TheShillonga. This is an open-access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)



Abstract— The study assessed the influence of head teacher's instructional leadership practices on teaching morale in public primary schools in Tanzania. Specifically, it examined how defining school mission; managing instructional program; and promoting school climate-focused practices influence combined effects of job satisfaction; professional commitment; and emotional well-being on teaching morale among primary school teachers in Tanzania. The study was grounded on Instructional Leadership Theory by Hallinger and Murphy (1985) and employed a convergent mixed design within the framework of a mixed methods approach in Ilemela and Misungwi District councils in Mwanza region, Tanzania. Questionnaire, interview and documentary review were employed for data collection from 352 respondents. The study revealed that, head teacher's instructional leadership practices have a positive high influence on teaching morale ($\beta=0.72$, $p<.001$). However, the qualitative data indicated the moderate adoption of instructional leadership practices by the head teachers due to heavy administrative responsibilities such as supervising construction projects, financial management and procurement roles. Therefore, the study recommends the government to task school construction projects to qualified engineers, employ school accounts personnel to reduce administrative duties from head teachers for them to fully assume instructional leadership roles.

Keywords— Instructional leadership practices, school mission, school program, school climate, teaching morale

I. INTRODUCTION

The demand for quality education has increasingly gained attention across the globe. With such a substantial attention, the education systems have invariably acknowledged the vital role of teaching morale in enhancing the quality of teaching and learning in schools (Aron & Amos, 2024; Bush & Anania, 2023). This hinges on the stand point that quality of learning outcomes depends on the well dedicated teachers accredited with relevant skills and competence essential for transforming the classrooms into a place of inspiration and discovery learning (Khanthap, 2022; Mboweni & Taole, 2022; Pendleton-Brown, 2019). Dedicated teachers inspire pupils to engage actively in learning, sparking curiosity and encouraging them to explore beyond standard curricula. Empirical evidence from literatures shows that, most of the current researches on teaching morale

highlight the significant effects of effective leadership practices and supportive work environment in improving teaching and learning (Gyamerah, 2021; Rif'at, Metroyadi & Rustam 2021). This approach inspires teachers and contributes to the overall school improvement (Kano, 2024; Sharafat, AlMasaeid & Zoubi, 2024).

The role of teaching morale in enhancing pupils' learning outcomes has equally gained substantial attention in the global literature, see for example: (Asmuri & Hamzah, 2023; Khan & Uzair-ul-Hassan, 2021; Kihwele & Kihwele, 2023; Latif, 2021). Many scholars such as Bush and Anania (2023); Hallinger and Wang (2015); Kano (2024); and Pendleton-Brown (2019) have consistently emphasized on the importance of adopting instructional leadership practices that are directly linked to teaching morale. Notably, Barrot and Edilberto (2024) highlights that, when school leaders give instructional support to

teachers, they enhance their morale and performance. Therefore, it is essential for schools to have leaders who are proficient in instructional practices to foster a positive working environment, enabling teachers to collaborate effectively toward their shared goals and achieve success.

The demands for quality education provision have grown over the years and Tanzania is no exception of this phenomenon (URT, 2014). Since her independence in 1961, Tanzania has been struggling to provide quality education service to combat ignorance, poverty and diseases, with a strong focus on human capital investment for socio-economic development (Freeman, 2020; Ismail, 2022 & Mushi, 2006). Empirical evidence reveals that, the quality of education system largely depends on dedicated teaching force and effective school leadership, which are significant in shaping the teaching profession through influencing both teachers and pupils (Niemi, 2021; Stromquist, 2018).

In her education development journey, Tanzania adopted decentralized governance structures and policies from the 1990s, that promoted school-based management and increased teachers' accountability with their school heads (Manaseh, 2016 & Rwiza, 2016). Accordingly, URT (2018) recognizes the role of the School Management Team (SMT) as an organ responsible for managing school functions and operations with the school head responsible for supervising, monitoring curriculum implementation, overseeing and ensuring quality teaching and learning. Remarkably, decentralization process brought in new roles in school leadership, whereby the head teachers were thus required to lead the planning process for their school development (Rwiza, 2016). In this role, they were required to create an effective school learning culture, coordinate the school instructional activities and ensure supportive teaching and learning school environment (MoEVT, 2013). More importantly, the head teachers were to ensure that, teachers are supported, encouraged and motivated to be productive as they play their teaching roles. Benti and Tarekegne (2022) urge that, the head teachers need to recognize and reward their teachers often for the little things they do that make a positive and significant difference for their pupils, colleagues, and for the school. Notably, such kind of appreciation raises teachers' morale and enthusiasm and trigger in them high levels of professional commitment, satisfaction, engagement as well as emotional well-being (ibid).

The 2014 Education and Training Policy identified the need to improve the provision of education in order to meet the objectives of education in the country (URT, 2014). In addition, the school improvement directive issued by the Education Commissioner in July 2013

highlighted the need for head teachers to put in place a mechanism to provide instructional support such as coaching and mentoring to teachers and establish learning communities in schools to facilitate teacher engagement and learning as well as promote competence and willingness to work (URT, 2018b). Furthermore, studies conducted in Tanzania by Bush and Anania (2023) and Manaseh (2016) show that, the school head is considered to be an instructional leader as stipulated in the Education Sector Development Plan (URT, 2018b). They are thus recognized as internal instructional supervisors and their core function is to ensure that, curriculum is effectively implemented through monitoring the preparation and use of academic documents needed for classroom instructions (Manaseh, 2016).

Similarly, Stromquist (2018) posits that, head teachers occupy a critical position in shaping the teaching profession in the school community. In line with this argument, Groenewald, Camangyan, Kilag, Mandaya-Abapo, Cabuenas and Abendan (2023) maintain that, the school heads' instructional role is very crucial in enhancing teaching morale and subsequently leads to the improvement of teaching and learning process. On the other hand, Willis and Varner (2010) and Latif (2021) assert that, teaching morale is shaped through emotional well-being, satisfaction with teaching job, job engagement, and other aspects such as teacher rapport with the head teacher, professional commitment, community support, teacher work load and relations with fellow teachers and students. However, studies have consistently shown that the attributes for teaching morale are mutually connected to how their head teacher provides support and encourage them to bring about pupils' learning outcomes. Thus, instructional leadership role has a decisive impact on teaching morale, quality of teaching and pupils' achievements (Groenewald *et al.*, 2023; Mahmoud-Raba, 2017).

Several initiatives have been undertaken by the government in attempting to enhance teaching morale through improved quality of teaching among teachers and leadership skills among the head teachers in Tanzania. The government through the Ministry of Education, Science and Technology adopted the Education Sector Development Plan (ESDP) (2016/17 – 2020/21), which focused its attention to enhance teaching morale by advocating: equitable deployment of teachers to reduce heavy teaching load among teachers; improving teaching and learning environment; and strengthening professional development of teachers. Furthermore, ESDP focused on providing classrooms with the necessary materials; equipment, facilities and safety measures; enhancing attractiveness of and satisfaction with the teaching

profession; and devising and implementing campaigns to revalorize the public perception of the teaching profession (URT, 2018b).

In its effort to enhance teaching morale, the government of Tanzania further adopted the eight-year program (2017-2025) called Teacher Education Support Program (TESP) in collaboration with the Government of Canada through Global Affairs Canada (GAC) which aimed at improving the delivery of basic education by providing prospective and in-service teachers with continuous training that integrates ICT and inclusive practices, which in turn helps to boost teachers' working morale (URT, 2018c). Additionally, the government of Tanzania adopted a five year (2021-2025) Education Program for Results (EP4R) with the aim of strengthening education system through infrastructure development by involving the community as well as Continuous In-Service Teacher Training, popularly known as MEWAKA (URT, 2022).

Additionally, the Presidents' Office Regional Administration and Local Government [PO-RALG] (2022) issued a policy directive which requires head teachers to minimally be holders of ordinary diploma in education assuming that, they have adequate instructional leadership skills to assume their instructional roles. On the other hand, the Ministry of Education and Vocational Training (MoEVT) by then, through a School Improvement Toolkit-Practical Guide for school leaders require all head teachers to carry out instructional leadership practices at their school in order to realize the attainment of quality education (MoEVT, 2013; URT, 2021). Furthermore, the guide called upon school leaders to create a collaborative teacher community in the school to boost teamwork, morale, and skills to foster effective teaching and learning process (ibid).

However, irrespective of the adopted initiatives, the literature has shown that teachers' working commitment in performing their instructional duties in schools has remained at average levels (Kashamba, Ngirwa & Maulid, 2023; Mohamed, 2020). This situation gives doubt on the effectiveness of instructional leadership practices on enhancing teaching morale in the context of Tanzania public primary schools. It is from these realities that the this study was developed to examine the influence of the head teachers' instructional leadership practices on teaching morale in public primary schools in Tanzania.

Based on the aim of this study, the following research question emerged:

- (1) *How do head teachers' instructional leadership practices influence teaching morale in public primary schools?*

II. LITERATURE REVIEW

Instructional leadership practices

Instructional leadership refers to anything that school leaders do to improve teaching and learning in the school (Hallinger, 2018). McBrayer, Akins, Blume, Cleveland and Pannell, (2020) add that instructional leadership encompasses those actions taken by the school leader with the intention of developing a productive and satisfying working environment for teachers and a desirable learning conditions and outcomes for pupils.

The instructional leadership practices are structured into key areas that explore the theoretical underpinnings of instructional leadership with its associated Principal Instructional Management Rating Scale (PIMRS) dimensions as practiced by the head teachers. The instructional leadership model developed by Hallinger and Murphy (1985) offers a research-based framework for understanding how head teachers can effectively create enabling environment to enhance pupils' achievement. This model is recognized for its significant contribution to instructional leadership research and remains accredited in contemporary scholarship (Bush & Anania, 2023; Hallinger & Wang, 2015). Hallinger and Murphy (1985) conceptualized instructional leadership through three central dimensions namely: developing the school's mission; managing the instructional program; and fostering a positive school climate. Their framework has been expansively functional across various educational settings, offering treasured insights into the instructional leadership practices of head teachers.

Defining school's mission practices involve stating where the school needs to be and how to get there in order to achieve the intended goals. School leaders as responsible persons to initiate, develop, and lead the staff and community create, revise, and review the school mission (Hallinger & Wang, 2015). Notably, school leaders are required to use needs assessment methods, pupils' performance data to secure staff input in developing school goals that are easily understood by teachers in the schools while ensuring that staff responsibilities are aligned with the framed goals (Gyamerah, 2021; Ondong, 2024; Ralebese *et al.*, 2025). School leaders therefore, should develop school mission in collaboration with school staff, pupils, and other school committee members in order to ensure that there is a shared purpose (Beycioglu & Eylul, 2021; Kaisara, 2024). The school leaders should also make sure the framed mission centered on educational goals are widely communicated to all school stakeholders which serve as a foundation of sound decision-making. Hallinger and Wang (2015) avow that framed school goals are effectively communicated to

members of the school community through discussion with teachers at subject or department levels when making curricular decision, displaying them on the school posters or bulletin boards. As noted also by Bush and Anania (2023); Dongo and Mahlangu (2022); Hallinger (2018), other means of communicating the school goals include having open forum with pupils during assemblies or discussions while ensuring that the classroom priorities of teachers are consistent with the goals and direction of the school.

On the other hand, managing instructional programs practices requires the school leaders to supervise and evaluate instructions; coordinate curricula; and monitor pupils progress (Gyamerah, 2021; Hallinger & Wang, 2015; Puruwita *et al.*, 2022). It focuses on a leadership function that aim at enhancing effective teaching and learning process where the head teacher teams up with teachers to develop mechanisms that best align the curriculum with educational standards (Bush & Anania, 2023; Ngowi & Mafwolo, 2022; Sharafat *et al.*, 2024). It also entails provision of instructional support to teachers such as coaching and mentoring to improve teaching practices, supervising and evaluating classroom instruction, conducting observations in classrooms on a regular basis, pointing out specific strengths and weaknesses in teacher's instructional practices and providing timely feedback (Aureada, 2021; Kaisara, 2024). While managing instructional program, Gyamerah (2021); He *et al.* (2024); Musumi and Mkulu (2020) require school leaders to meet individually with teachers to discuss pupils progress, discuss academic performance results with teachers to identify curricular strengths and weaknesses, use tests and other performance measure to assess progress toward school goals. Notably, school leaders need also to ensure school instructional resources are provided and used to enhance pupils learning and teachers teaching. Asmuri and Hamzah (2023); Sharafat *et al.* (2024) make an emphasis that head teachers should as well perform supportive instructional practices such as guidance and counselling, analyzing pupils' performance data to inform instructional decisions, monitoring school progress, motivations, effective decision making, communication, as well as promoting effective teaching strategies to ensure high-quality teaching (Hallinger & Wang, 2015; Puruwita *et al.*, 2022).

In promoting positive school climate, it requires the school leaders to operationally assume his/her role in protecting instructional time; providing incentives for teachers; providing incentives for pupils' learning; promoting the professional development of teachers; and maintaining high visibility (Bush & Anania, 2023; Hallinger & Wang, 2015; Puruwita *et al.*, 2022). Fostering

a positive school learning climate is determined on how the head teacher cultivates a positive school culture that foster a climate of trust, respect and collaboration among teachers, pupils and parents; addresses teachers-wellbeing such as safety, social-emotional needs; engages families, community members and external partners in supporting teachers teaching; and resolve conflicts thereby promoting harmonious teaching and learning atmosphere within the school community. In this context; also, the head teacher as an instructional leader is determined on how he/she provides incentives to teachers teaching, protect instructional time, promote professional development for teachers, and maintaining visibility (Hallinger & Wang, 2015; Puruwita *et al.*, 2022).

Teaching Morale

Teacher morale is a vital aspect of the learning environment which influence teacher performance and student learning outcomes (CSDE, 2020). Researches indicate that various authors have reported teaching morale depending on its impact on educational landscape. According to Mboweni and Taole (2022), teacher morale is associated with job pride, attitude and emotions a teacher has at his/her work place. Additionally, Saksri, Chunin and Nokchan (2018) avow that teacher's work morale is a total gratification that a teacher derives from his job, the prevailing atmosphere, and the factors that appeal to his individual propensities. It is thus, a totality of attitudes and feelings that constitute a reserve of physical and mental strength, including self-confidence, optimism and a positive mental attitude. Similarly, Groenewald, Camangyan, Kilag, Mandaya-Abapo, Cabuenas and Abendan (2023) argue that high teaching morale leads to the improvement of teaching and learning process. Notably, Willis and Varner (2010) and Latif (2021) affirm that, teachers' work morale depends on various aspects such as emotional well-being, satisfaction with teaching job, job engagement, teacher rapport with the head teacher, job commitment, community support, teacher work load and relations with fellow teachers and students. However, studies consistently show that the attributes for teaching morale are mutually connected to how school leadership provides support and encourage them to bring about pupils' achievement (Bush & Anania, 2023; Mahmoud-Raba, 2017; Puruwita *et al.*, 2022). Notably, majority of studies see for example, Abdu and Nzilano (2018); Koomson, (2022); Mkumbo (2018); Msuya, (2021); Kashamba *et al.* (2023); Lim (2021), have investigated the roles on job satisfaction and commitment, but few have comprehensively examined the combined effect of job satisfaction, professional commitment, and emotional well-being on teaching morale. Understanding

this interplay is vital, as status of morale among teachers can bring significant effects to the education sector.

Job satisfaction is a complex construct that covers various internal and external factors that influence employee's overall happiness with their work (Bellibaş *et al.*, 2020; Syahril & Hadiyanto, 2018). In the school setting, job satisfaction can majorly affect teachers, which in turn affects the school. When teachers are satisfied with their careers, they usually align with the school's mission and goals (Amerol, 2025; Singh, 2023). A teacher who supports the school's mission will be loyal and more likely to spread only good things about the school to friends and family. Nzowa (2020) asserts that introducing motivation in the education system can further enhance job satisfaction, and contributes directly to a teacher's sense of value and belonging within the school.

Babu *et al.*, (2022) contend that there's also lower turnover when most of the teachers are satisfied with their jobs. Satisfied teachers are also more productive and believe in not only what they do, but also in want to get the job done and get it done well for the sake of the school and team (Modest & Onyango, 2021; Wu, 2023). These actions result into improved work efficiency and pupils' learning outcomes. Job satisfaction therefore, is crucial to a school's success. However, it's also essential for the well-being of the teachers. Job satisfaction significantly influences the teacher's mindset and happiness in the workplace (ibid). Job satisfaction is not merely determined by compensation but also by aspects such as recognition, career advancement, and work-life balance (Eneh *et al.*, 2024; Westover, 2024). Understanding these components therefore, is crucial for organizations aiming to enhance employee morale, work engagement and productivity. Researches indicate that job satisfaction among workforce depends on employees' beliefs in their capabilities and their ability to manage personal stressors together with positive work environment with supportive culture and active feedback mechanisms (Abdu & Nzilano, 2018; Bellibaş *et al.*, 2020). Babu *et al.* (2022) add that aggressive workplace culture and active employee feedback processing are crucial for enhancing satisfaction. Additionally, evidence from literature affirms that job satisfaction is a measure of workers' happiness with their job and encompasses cognitive, affective, and behavioral components which ultimately influences employee performance (Babu *et al.*, 2022).

Teaching morale is embraces employee's commitment, dedication, loyalty, and enthusiasm toward their profession and organization. Committed employees expresses there positive morale, attitude and feeling of

responsibility toward the organization's goals, mission, and vision (Lim, 2021; Yaghoubia *et al.*, 2022). Committed employees are highly motivated and invest their best efforts and talents to prioritize both individual and organizational success (Abdu & Nzilano, 2018). Mwesiga and Okendo (2018) highlight the importance of professional commitment in the workplace as it creates a bond between employees' experience with the organization they work in. Koomson (2022) add that employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. They thus tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support (ibid).

The strengths of any profession depend on the degree of commitment of its members, and teachers are of no exception (Altun, 2017; Hui & Singh, 2020). Teachers' commitment has been identified as one of the most critical factors for pupils' academic success and school's development in general. In the context of teaching profession, commitment is closely connected to teachers' work performance, morale and their ability to integrate new ideas into their own practice, staff turnover, as well as having an important influence on students' achievements and attitudes towards school (Mwesiga & Kireti, 2018). Literature show that pupils' performance is directly linked to how teachers are committed to their teaching roles and this derives the need to draw attention and need to conduct the study to shape the education landscape in Tanzania (Livigha & Seni, 2025; Shao, 2021).

Teachers' well-being, feelings of fulfillment, emotional connection, and personal satisfaction in one's role have been identified as a crucial ingredients towards enhancement of teaching morale (Hidayati *et al.*, 2023; Rahmi, 2024; Razali & Sukor, 2023). In the teaching profession, emotional well-being is featured in teachers' ability to demonstrate emotionally attached to teaching, non-regret of their decision of becoming teachers, feeling supported by fellow teachers around them, coping well with school obligations, great deal of personal satisfaction with teaching as well as teachers' appreciating of the greatest contribution made to the society (Guariglia *et al.*, 2023; Rahmi, 2024).

USAID (2019) recognizes the vital role of emotionally well-balanced teachers have on the the positive teaching morale they have in creating a secure, stable and positive classroom environment for effective pupils' learning. Pandey (2024) posits that the association of teachers' well-being and mental health as the most important ingredients in managing classroom challenges effectively and

fostering a conducive learning atmosphere where pupils thrive academically and emotionally to achieve the intended learning outcomes. Studies have shown that emotional well-being of teachers is the foundation of a successful education system nurtured by the motivated teachers. Bardach *et al.* (2022) maintains that teachers' well-being influences pupils' learning, their own effectiveness, their retention and their teaching morale. Thus, recognizing and supporting teachers is a vital endeavor for nurturing their teaching morale for a healthy learning community (Alves *et al.*, 2021).

Instructional Leadership Model

This study is grounded on the Instructional Leadership Model by Hallinger and Murphy (1985). The model focuses on the role of the school leader in coordinating, controlling, supervising, and developing curriculum, and instruction in the school (Hallinger, 2010). This model assumes that instructional leaders lead from a combination of expertise and charisma, focusing on inspiring teachers' belief to enhance their emotional well-being, pedagogical proficiency, and job commitment (Hallinger & Wang, 2015; Seong, 2019; Puruwita *et al.*, 2022; Bush & Anania, 2023). Within the context of a school, the head teacher operationalizes instructional roles to ensure that teachers are committed to perform their tasks effectively and pupils learn productively (OECD, 2016; Gharde *et al.*, 2018; Lane *et al.*, 2019). The model further assumes that the instructional leader provides practical assistance in developing teachers' job pride and instructional skills and creating affable school environment for teacher potential to meet the needs of all pupils through effective teaching and learning (Bellibaş *et al.*, 2020; Dilekçi & Limon, 2020; Hallinger *et al.*, 2018).

The model views school leaders as hand-on principals with instructions and confident in working with teachers on the improvement of teaching and learning (Meyer, Richter, & Hartung-Beck, 2022; Cansoy *et al.*, 2022; Groenewald *et al.*, 2023). The model further advocates that instructional leaders are goal-oriented, culture builders, lead from a combination of expertise and

charisma focusing on pupils' academic outcomes (Ahmad & Hamid, 2021; Bush & Glover, Derek, 2022; Hallinger & Wang, 2015; Puruwita *et al.*, 2022). The Instructional Leadership Model was useful in this study because it addressed mission focused, instructional programme and positive school improvement learning climate practices which are key instructional practices that are well-suited to driving improvements in teaching and learning outcomes (Hallinger *et al.*, 2015; Hui & Singh, 2020).

III. CONCEPTUAL FRAMEWORK

The study employed instructional leadership model to explain the role of Principal Instructional Management Rating Scale domains in enhancing head teacher's instructional leadership practices in Tanzania. The framework comprised of three essential components as indicated in Fig. 1 and was based on the assumption that instructional leadership focuses on the role of the school leader in coordinating, controlling, supervising, and developing curriculum, and instruction in the school and that instructional leaders lead from a combination of expertise and charisma, focusing on inspiring teachers' belief to enhance their pedagogical proficiency (Hallinger & Wang, 2015; Seong, 2019; Puruwita *et al.*, 2022; Bush & Anania, 2023). The conceptual framework shows the description of the role of Principal Instructional Management Rating Scale domains: defining school's mission, managing instructional programs and promoting positive school climate in enhancing instructional practices. The three domains: defining school's mission, managing instructional programs and promoting positive school climate were treated as independent variables while teaching morale was treated as dependent variable. The independent variable construct formed eleven (11) observable indicators while the dependent variable construct formed nine (9) observable indicators. The relationship between the independent and dependent variables was measured to assess the extent to which instructional leadership practices influence teaching morale as indicated in Table 1.

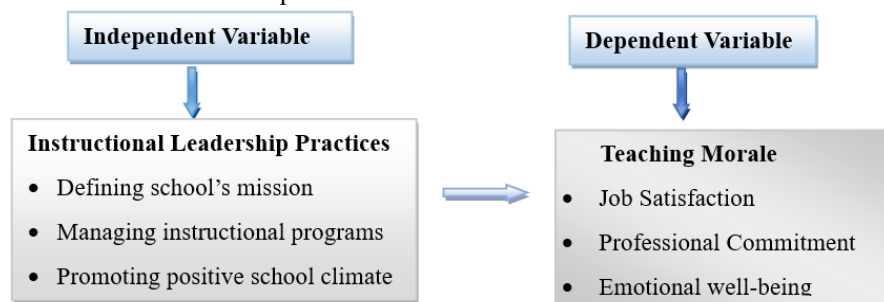


Fig. 1: Conceptual Framework as adapted and modified from Hallinger & Murphy (1985)

Research Philosophy

This study adopted pragmatism as its philosophical stance. Pragmatism is based on the assumption that, knowledge is not fixed and absolute, but rather dependent on the context and consequences of an idea and it is developed through mixed approach (Kaushik & Walsh, 2019). This study adopted pragmatism because it is a philosophical partner of the mixed research approach (Dawadi *et al.*, 2021; Ishtiaq, 2019). Thus, it allowed the use appropriate methods and techniques that were relevant to the study objectives (Creswell & Creswell, 2023; Hurst, 2023).

Research approach and design

This study was conducted within the framework of a mixed research approach. It involved both quantitative and qualitative methods as a means to counterbalance the weaknesses inherent within one approach with the strengths of the other (Creswell, 2022). Thus, the quantitative approach allowed the researcher to establish the cause and effect relationships of the study variables while the qualitative approach enabled the researcher to gain deeper insights from the respondent's experiences (Creswell & Clark, 2018; Creswell & Creswell, 2023; Hurst, 2023). Based on the research objectives, this study employed a convergent mixed method design in which both qualitative and quantitative data were collected in parallel, analyzed separately, and then merged (Creswell & Creswell, 2023). More importantly, the study used concurrent triangulation design. The design was preferred because it enabled collection of large amount of data at once with less cost and time (Creswell & Clark, 2018). Having analyzed and merged quantitative and qualitative data, through this design, the results were integrated to get a comprehensive understanding of the research problem. Remarkably, the qualitative data were collected for the purpose of confirming, cross-checking and complementing the quantitative findings (Creswell, 2022).

Study population, sample and sampling techniques

The study targeted a population of 2994 teachers including head teachers from all 218 public primary schools in Ilmela and Misungwi districts. By using Yamane's formula, a sample size of 352 respondents was obtained. It comprised of 264 ordinary teachers obtained through simple random sampling techniques, 44 academic teachers and 44 head teachers who were purposively sampled. In addition, the study sample also included 8 Ward Education Officers (WEOs), 2 District Pre and Primary Education Officers (DPPEOs) and 2 District School Quality Assurance Officers (DSQAOs) as the key informants who were purposively sampled. Since each school provided 8 respondents to the study sample, the sample subjects were

derived from 44 primary schools (352/8). To ensure effective representation, the sample size of 44 schools was shared between the two districts at a proportion of 0.20 (44/218) based on their sampling frames.

Data collection tools and data analysis procedures

The research data were collected by using questionnaire, interview and documentary review. The items of the latent variables used in the questionnaires were adopted and modified from Hallinger and Wang (2015); Bellibaş *et al.* (2020); Rasudin and Shohaimi (2017) and Benti and Tarekegne (2022). The use of multiple methods was adopted in order to overcome the limitations inherent within one method by the strengths of the other (Creswell & Creswell, 2023). Notably, triangulation in the data collection ensured validity and enabled the researcher to get the reality of what was investigated (*ibid.*). Quantitative data were analyzed inferentially by using Structural Equation Modelling (SEM), while the qualitative data were analyzed through content analysis. Reliability of the data collection instruments was tested for internal consistency as determined by Cronbach's alpha and composite reliability while validity was ensured through content validity, criterion validity and construct validity. Moreover, ethical issues were considered by observing protocol, informed consent of respondents and confidentiality of information sources (Creswell & Creswell, 2023; Hurst, 2023).

IV. RESULTS AND DISCUSSION

This section presents data analysis results that were intended to answer the research question of the study “How do head teachers’ instructional leadership practices influence teaching morale in public primary schools?”. Importantly, the aim was to determine if instructional leadership practices have any influence on the teaching morale. As an independent latent variable of the study, instructional leadership practices was measured by eleven (11) observable indicators while teaching morale as a dependent variable was measured by nine (9) observable indicators.

The study hypothesized that, “Head teacher’s instructional leadership practices enhance teaching morale (H1)”. In order to confirm this hypothesis, inferential analysis was performed by using Structural Equation Modelling (SEM) to assess the relationship between instructional leadership practices and teaching morale. Thus, a specified structural model for the influence of instructional leadership practices and teaching morale (Figure 1 was developed and assessed to determine its adequacy of model fit and estimation of parameters.

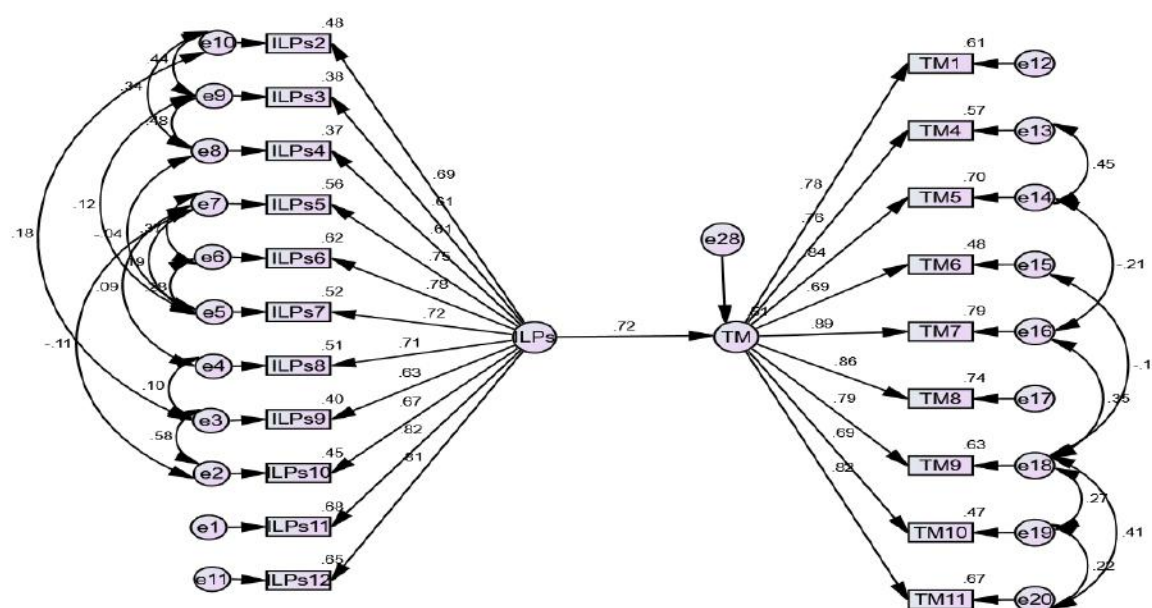


Fig. 1: The estimated structural model for the influence of instructional leadership practices on teaching morale

The specified structural model (Fig. 1) was estimated by using IBM-AMOS through Maximum Likelihood (ML) approach to determine the adequacy of the model fit and the relevant inferential parameters. Accordingly, the CFA results indicated a good model fit ($\chi^2/df = 2.13$, CFI = 0.954, TLI = 0.946, NFI = 0.918, RMSEA = 0.058, SRMR = 0.041) with all the factor loadings exceeding the recommended threshold value (0.5). Moreover, the inferential results from the structural model indicated that instructional leadership practices (ILPs) is positively and significantly related to teaching morale (TM) ($\beta = 0.72$, $p < 0.001$). Hence, the study hypothesis (H1) was accepted. Notably, the coefficient of determination (R^2) was found to be 0.513, indicating that, instructional leadership practices account for about 51.3% of the variability in the teaching

morale among the teachers. These findings indicate that instructional school leadership plays a crucial role in enhancing teaching morale by promoting job satisfaction, motivation, and commitment. The positive path coefficient ($\beta = 0.72$) suggests that, teachers feel more valued and motivated when school leaders adopt inclusive practices such as shared decision-making, collaborative culture, and a shared common vision.

The qualitative data from the DPPEO, DSQAOS and WEOs provided valuable and complementary insights on how instructional leadership practices influence teaching morale as shown in Table 1, and presented as narratives and verbatim, providing valuable insights into the quantitative data.

Table 1: The relationship between instructional leadership practices and teaching morale

S/N	Category	Themes	Theme-Explanations
1.	instructional leadership practices and teaching morale	Positive relationship between instructional leadership practices and teaching morale	Head teacher's instructional leadership practices enhances teaching morale through: - Involving teachers in formulating school goals - Discussing school progress with teachers - Motivating teachers for the effort made - Involving teachers in making decisions - Providing teaching resources to teachers
		Government intervention	- Improved leadership practices through regular training - Government call for active involvement of teachers in school

			operational activities
2.	Excessive administrative duties	supervision of construction projects	• Authority to recruit qualified personnel for construction work supervision • Streamlining administrative tasks
		Ad hoc meetings	• Give less attention to instructional practices • Authority to prioritise instructional practices
		financial management and accounting and procurement practices	• Authority to recruit qualified personnel for overseeing procurement practices • Streamlining administrative tasks • Capacity building to head teachers on managing multiple tasks

Source: Field Data (2025).

Through interviews with the DPPEOs, DSQAOs and WEOs on the influence of instructional leadership practices and teaching morale, the findings revealed that, head teachers' instructional practices have positive influence on the teaching morale. While responding to the question during an interview session, one respondent was quoted stating that:

"...it is very obvious that instructional leadership practices are related to teaching morale. In recent time, teaching morale has risen as a result of improvement of instructional practices by headteachers enhanced through regular capacity building among them. ...nowadays, head teachers motivate teachers, involve them in making school decisions and provide teaching resources to teachers. These practices enhance teachers' work morale....." (Interview: DPPEO, June, 2025)

Responding to the same question, another respondent provided a similar comment regarding the relationship between instructional leadership practices and teaching morale by highlighting that:

"...instructional leadership practices are mutually related to teaching morale and they have practical implications in our schools in this district. In my view, the head teachers' practices are positively influencing teaching morale among the teachers though they are overwhelmed by many administrative duties like attending ad hoc meetings, supervising construction projects, managing procurement of school goods and services, managing school finances and accounts despite their non-expertise in the field. These hinder their full involvement in the instructional leadership practices...though majority still experience problems in setting and

communicating school goals.." (Interview: DSQAO, June, 2025)

Similarly, responding to the same question, the WEO had the following to say:

"...in most of the schools in this ward, head teachers provide motivation to well performing teachers and involve teachers in making informed decisions regarding school development agenda, making sure teachers are getting teaching materials. Such practices are believed to enhance teaching morale among teachers...though some head teachers do not have school vision and mission and face difficulty in conducting classroom observation and feedback giving...." (Interview: WEO: June 2025).

Generally, the quoted statements underscore that instructional leadership practices by head teachers have a direct and positive influence on teachers' morale, as evidenced by the recent rise in teaching morale attributed to enhanced leadership skills through regular capacity building. By motivating teachers, involving them in school decision-making, and providing adequate teaching resources, head teachers create an enabling environment that fosters teachers' sense of value, satisfaction, and professional commitment. This implies that, schools that invest in building head teachers' leadership capacity are likely to create higher levels of teaching morale and thereby achieve better teacher performance and ultimately improved student learning outcomes. However, in some few areas where some head teachers demonstrated shaky expertise such as classroom observation, feedback giving, vision and mission formulation need targeted intervention to address the matter.

The findings from documentary review data align with the results and findings obtained through questionnaire and

interview data. Findings from a detailed review of the Whole School Development Plan (WSDP) document revealed that, teachers are involved in analysing strengths, weaknesses, opportunities and threats when conducting situational analysis during preparation of the WSDP. It was further observed that teachers are actively involved in formulating school goals which creates teachers' ownership of school operational activities. Commonly, the coherence of both quantitative results and qualitative findings suggests that, instructional leadership practices significantly influence teaching morale among teachers. However, further scrutiny of the documents revealed that, the framed goals could only be found in the Whole School Development Plan document and were thus not communicated to the school community surrounding the schools.

This finding is in line with the researcher's assumptions and the existing literature that emphasizes the role of instructional leadership competences in influencing teaching morale (Bashir & Khalil, 2017; Naz & Rashid, 2021; Chiwamba, Mtitu & Kimatu, 2022; Werang *et al.*, 2023). As suggested by Bashir and Khalil (2017), teaching morale can well be realized if the head teachers assume well their instructional practices. Effective instructional leadership practices enable head teachers to provide support to teachers planning their lessons, allocate resources efficiently, foster teamwork, protect instructional time, conduct classroom observation, provide constructive feedback to teachers timely and respond to challenges proactively, all of which contribute to enhanced teaching morale (Hallinger & Wang, 2015; Chiwamba, Mtitu & Kimatu, 2022; Werang *et al.*, 2023). Scholars, such as Bush and Anania, 2023; Hallinger and Wang, 2015; Liu *et al.*, 2021; Puruwita *et al.*, 2022) have consistently argued that schools led by effective instructional leaders tend to demonstrate better alignment of school goals and activities, good management of instructional program as well as creation of positive learning climate, which collectively enhance teaching morale.

Generally, both the quantitative results and qualitative insights converge on the conclusion that instructional leadership practices are a significant driver of teaching morale. Despite the coherence of the both qualitative findings and quantitative results, the highlighted limited skills in conducting classroom observation, feedback giving, framing and communicating school vision and mission, excessive administrative workloads for the head teachers remain a challenge to their full adoption of instructional leadership practices. To maximize the impact of their instructional practices, attention is drawn to the policy makers and administrators to see the need of reducing administrative overload and create an enabling

environment for head teachers to fully focus on instructional leadership practices and capacity building on identified skill gaps (Nyambo, 2017; Chiwamba, Mtitu & Kimatu, 2022). This highlights the importance of policy interventions and support systems that empower head teachers to exercise their instructional leadership roles effectively.

V. CONCLUSION AND RECOMMENDATIONS

With regard to the study objectives, the study findings revealed that, head teacher's instructional leadership practices have a positive and significant influence on the teaching morale. It was therefore concluded that, head teacher's practices in defining school mission, managing instructional program and creating positive school learning climate contribute enormously to teaching morale. good adoption of instructional leadership practices. Moreover, it was also concluded that, much administrative tasks such as supervision of construction projects and managing school finance and procurement practices despite their non-expertise in such areas which inhibit their full engagement with instructional leadership practices. In response to the study findings, the study recommends the government to recruit qualified personnel for construction work supervision and overseeing financial and procurement practices as well as building capacity to head teachers on classroom observation, feedback giving, framing and communicating school vision and mission and managing multiple tasks.

VI. IMPLICATION OF THE STUDY/ CONTRIBUTION

The study findings significantly impact educational leaders, policymakers, and school administrators. By recognizing the crucial role of instructional leadership practices on teaching morale, school leaders, administrators and policy makers can prioritize proper adoption of instructional leadership practices in enhancing pupils' learning outcomes. The study contributes to the growing body of research on boosting teacher's working morale by enhancing practices that foster teacher's job satisfaction, professional commitment and emotional wellbeing. It highlights the significance of fostering instructional leadership practices, ultimately leading to enhanced and teaching morale.

CONSENT

As per international standard or university standard, respondents' written consent has been considered and preserved by the author(s).

ETHICAL APPROVAL

As per international standard or university standards written ethical approval has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

- [1] Abdu, N & Nzilano, J. L. (2018). The Influence of Teachers' Job Satisfaction and Commitment in Teaching Public Primary Schools in Tanzania. *Journal of Education and Practice* ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.9, No.1. *Journal of Education and Practice*, 9(1), 56–63.
- [2] Ahmad, N., & Hamid, S. (2021). An Analysis of Instructional Leadership Practices of Primary School Head-Teachers on Teacher Effectiveness: A Qualitative Study of Teachers' Perceptions. *Pakistan Languages and Humanities Review*, 5(II), 193–209. [https://doi.org/10.47205/plhr.2021\(5-ii\)2.16](https://doi.org/10.47205/plhr.2021(5-ii)2.16)
- [3] Ali, M. Z., Ghaffar, A., Zaman, A., & Quraishi, M. (2021). Investigating School Principals' Impact On Teachers' Morale At Secondary Level. 18(6), 682–693.
- [4] Altun, M. (2017). The Effects of Teacher Commitment on Student Achievement: A Case Study in Iraq. *International Journal of Academic Research in Business and Social Sciences*, 7(11), 417–426. <https://doi.org/10.6007/ijarbs/v7-i11/3475>
- [5] Alves, R., Lopes, T., & Precioso, J. (2021). Teachers' well-being in times of Covid-19 pandemic: factors that explain professional well-being | El bienestar de los docentes en tiempos de pandemia Covid-19: factores que explican el bienestar profesional. *International Journal of Educational Research and Innovation*, 2021(15), 203–217.
- [6] Amerol, B. (2025). Impact of Secondary School Principals' Supervisory Practices on Teachers' Morale and Behavior: Basis for a Proposed Intervention Program. *Journal of Interdisciplinary Perspectives*, 3(2), 248–264. <https://doi.org/10.69569/jip.2024.0571>
- [7] Aron, Y., & Amos, O. (2024). A Comparative Study of Instructional Leadership Practices and Collective Decision Making in Public Secondary Schools in Morogoro Municipal, Tanzania. *British Journal of Education*, 12(6), 11–29. <https://doi.org/10.37745/bje.2013/vol12n61129>
- [8] Asmuri, N. A. B., & Hamzah, M. I. M. (2023). The Relationship Between Headmaster's Instructional Leadership Practices and Teacher's Job Satisfaction. In *Proceedings of the 2nd Padang International Conference on Educational Management and Administration 2021 (PICEMA 2021)*. Atlantis Press SARL. <https://doi.org/10.2991/978-2-494069-11-4>
- [9] Aureada, J. J. U. (2021). The Instructional Leadership Practices of School Heads. *International Journal of Educational Management and Development Studies*, 2(2), 75–89.
- [10] Babu, P. S., Gameda, T. M., & Nefa, A. G. (2022). Job Satisfaction As a Function of Self-Efficacy and Personal Strain Among High School Teachers in Chittoor District of Andhra Pradesh State of India. *International Journal of Educational Research Review*, 7(4), 268–279. <https://doi.org/10.24331/ijere.1151874>
- [11] Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' Psychological Characteristics: Do They Matter for Teacher Effectiveness, Teachers' Well-being, Retention, and Interpersonal Relations? An Integrative Review. In *Educational Psychology Review* (Vol. 34, Issue 1). Educational Psychology Review. <https://doi.org/10.1007/s10648-021-09614-9>
- [12] Barrot, G. D., & Edilberto Z. Andal. (2024). Teachers' Coaching-Based Leadership and Work Engagement as Mediated By Collaborative Attitude. *International Journal of Social Science Humanity & Management Research*, 3(05), 533–543. <https://doi.org/10.58806/ijsshmr.2024.v3i5n10>
- [13] Bashir, I., & Khalil, U. (2017). Instructional Leadership at University Level in Pakistan: A Multi Variable Based Comparative Study of Leadership Styles of Heads of Academic Departments. *Bulletin of Education and Research*, 39(1), 175–186.
- [14] Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2020). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 0(0), 1–26. <https://doi.org/10.1080/09243453.2020.1858119>
- [15] Benti, N., & Tarekegne, W. (2022). The current state of secondary school teachers' morale competence to teach. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2154948>
- [16] Beycioglu, K., & Eylul, D. (2021). Research in Educational Administration and Leadership. *Real*, June.
- [17] Bush, T., & Anania, A. M. (2023). Developing Instructional Leadership in Tanzania: Impact of a British Council Initiative. *Research in Educational Administration and Leadership*, 8(2), 296–333. <https://doi.org/10.30828/real.1247119>
- [18] Bush, T., & Glover, Derek, F. M. (2022). School Leadership in Africa: A Review of Empirical Research. Working Paper. *Education for Development*, 36.
- [19] Caldwell, B. J., & Spinks, J. M. (2021). The Self-Managing School. In *Sustainability (Switzerland)* (Vol. 11, Issue 1). Routledge. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETU_NGAN_TERPUSAT_STRATEGI_MELESTARI
- [20] Creswell, J. W. (2022). *A Concise Introduction to Mixed Methods Research Second Edition*.
- [21] Creswell, J. W., & Clark, P. V. L. (2018). Designing and

- Conducting Mixed Methods Research. In *United Kingdom* (Third Edit). SAGE Publications, Inc.
- [22] Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (6th ed., Vol. 2). SAGE Publications, Inc.
- [23] CSDE. (2020). How to Boost Teacher Morale. 175 West St, New Britain, CT 06051. https://portal.ct.gov/-/media/SDE/Turnaround/Professional-Learning/BoostTeacherMorale11_16.pdf%0A%0A
- [24] Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education*, 2(2), 25–36. <https://doi.org/10.46809/jpse.v2i2.20>
- [25] Dilekçi, Ü., & Limon, I. (2020). The Mediator Role of Teachers' Subjective Well-Being in the Relationship between Principals' Instructional Leadership and Teachers' Professional Engagement. *Educational Administration: Theory & Practice*, 26(4), 743–798. <https://doi.org/10.14527/kuey.2020.017>.
- [26] Dongo, E., & Mahlangu, V. P. (2022). Challenges Encountered by School Principals and Teachers that Impede the Optimal Use of Instruction Time in South African Schools *. *International E-Journal of Educational Studies (IEJES)*, 6(12), 164–173. <https://doi.org/10.31458/iej.1147296>
- [27] Eneh, N. E. S. B., Adekunle Oyeyemi Adeniyi, & Chidiogo Uzoamaka Akpuokwe. (2024). Modern Labor Law: a Review of Current Trends in Employee Rights and Organizational Duties. *International Journal of Management & Entrepreneurship Research*, 6(3), 540–553. <https://doi.org/10.51594/ijmer.v6i3.843>
- [28] Freeman, B. (2020). The International Encyclopedia of Higher Education Systems and Institutions. *The International Encyclopedia of Higher Education Systems and Institutions*, September. <https://doi.org/10.1007/978-94-017-8905-9>
- [29] Gharde, J. M., Shelar, P., & Kudave, S. (2018). Supervisors and Supervisees' Perception of Instrucional: The Case of Selected Basic Schools in the Central Region of Ghana. *International Journal of Advanced Research in Science, Communication and Technology*, 3(2), 129–141.
- [30] Groenewald, Elma Sibonghanoy, James R. Camangyan, Osias Kit Tomarong Kilag, Jhoanna Mae Mandaya-Abapo, Mary Chene M. Cabuenas, C. F. K. A. (2023). The Influence of Principals' Instructional Leadership on the Professional Performance of Teachers. *International Multi-Disciplinary Journal of Education*, 1(6), 433–443. <https://doi.org/10.35445/alishlah.v1i3i3.697>
- [31] Groenewald, E. S., Kilag, O. K. T., Cabuenas, M. C. M., Mandaya-Abapo, J. M., & Abendan, C. F. K. (2023). The Influence of Principal's Leadership on Teacher Performance. *Excellencia, International Multi-Disciplinary Journal of Education*, 1(6), 2639–2650. <https://doi.org/10.35445/alishlah.v1i3i3.697>
- [32] Guariglia, P., Palmiero, M., Giannini, A. M., & Piccardi, L. (2023). The Key Role of Empathy in the Relationship between Age and Social Support. *Healthcare (Switzerland)*, 11(17), 1–11. <https://doi.org/10.3390/healthcare11172464>
- [33] Gyamerah, A. K. (2021). Instructional Leadership Practices that Support Increased Student Achievement in Ghana's Rural Districts. *ScholarWorks*, 1–238.
- [34] Hallinger, P. (2010). *Leading Educational Change: reflections on the practice of instructional and Leading Educational Change: reflections on the practice of instructional and transformational leadership*. September 2013, 37–41. <https://doi.org/10.1080/0305764032000122005>
- [35] Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational Management Administration and Leadership*, 46(1), 5–24. <https://doi.org/10.1177/1741143216670652>
- [36] Hallinger, P., Hosseingholizadeh, R., Hashemi, N., & Kouhsari, M. (2018). Do beliefs make a difference? Exploring how principal self-efficacy and instructional leadership impact teacher efficacy and commitment in Iran. *Educational Management Administration and Leadership*, 46(5), 800–819. <https://doi.org/10.1177/1741143217700283>
- [37] Hallinger, P., & Murphy, J. (1985). *Intructional Leadership in Effective Schools*. 8, 32.
- [38] Hallinger, P., & Wang, W.-C. (2015). *Assessing Instructional Leadership with the Principal Instructional Management Rating Scale*. Springer. <https://doi.org/10.1007/978-3-319-15533-3>
- [39] He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teacher's professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(63), 1–18. <https://doi.org/10.1186/s40862-024-00290-0>
- [40] Hidayati, D., Sukmayadi, T., Luthfi Imama, M., & Fadlan Syakir, M. (2023). Teacher Well-Being: the Teachers Perspective in the Special Region of Yogyakarta. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 7(2), 509. <https://doi.org/10.29240/jsmp.v7i2.8421>
- [41] Hui, L. S., & Singh, G. S. B. (2020). The influence of instructional leadership on learning organisation at high performing primary schools in Malaysia. *Asian Journal of University Education*, 16(2), 69–76. <https://doi.org/10.24191/AJUE.V16i2.10298>
- [42] Hurst, A. (2023). *Introduction to Qualitative Research Methods: A Helpful Guide for Undergraduates and Graduate Students in the Social Sciences*. Oregon State University.
- [43] Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage. In *Canadian Center of Science and Education Book* (Vol. 12, Issue 5). <https://doi.org/10.5539/elt.v12n5p40>
- [44] Ismail, I. J. (2022). Entrepreneurs' competencies and sustainability of small and medium enterprises in Tanzania. A mediating effect of entrepreneurial innovations. *Cogent Business and Management*, 9(1). <https://doi.org/10.1080/23311975.2022.2111036>
- [45] Kaisara, B. M. (2024). Status of Instructional Leadership Practices in Botswana's Public Technical and Vocational Education and Training: A Case of Brigades. *International*

- Journal of Innovative Science and Research Technology (IJISRT)*, 9(3), 1447–1453. <https://doi.org/10.38124/ijisrt/ijisrt24mar1339>
- [46] Kano, E. J. (2024). Alignment of Satisfiers and Work Performance Inspirations among Primary School Teachers in Tanzania. *East African Journal of Interdisciplinary Studies*, 7(1), 106–118. <https://doi.org/10.37284/eajis.7.1.1958>
- [47] Kashamba, A., Ngirwa, C. C., & Maulid, M. (2023). The Influence of School Heads on Teachers' Commitment in Public Secondary Schools in Kagera Region, Tanzania. *Asian Research Journal of Arts & Social Sciences*, 21(3), 107–118. <https://doi.org/10.9734/arjass/2023/v21i3476>
- [48] Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a research paradigm and its implications for Social Work research. *Social Sciences*, 8(9). doi: 10.3390/socsci8090255.h paradigm and its implications for Social Work research. *Social Sciences*, 8(9), 1–17.
- [49] Khan, N. U., & Uzair-ul-Hassan, M. (2021). How and to What Extent Managerial Practices of School Heads are Influencing the Morale of Primary School Teachers? *Bulletin of Education & Research*, 43(2), 85–99.
- [50] Khanthap, J. (2022). Teacher Motivation and Morale Influencing the Effectiveness of Bangkok Metropolitan Administration Schools. *World Journal of Education*, 12(6), 39. <https://doi.org/10.5430/wje.v12n6p39>
- [51] Kihwele, R., & Kihwele, J. (2023). Teachers' feelings about the status of the teaching profession and associated factors in Tanzania. *Journal of Teacher Education and Educators*, 12(2), 171–192.
- [52] Koomson, S. (2022). Job commitment, total quality management, information communication technology adoption, toxic leadership and job demands: a conceptual framework for student retention. *PSU Research Review*. <https://doi.org/10.1108/PRR-02-2022-0012>
- [53] Lane, L. J., Jones, D., & Penny, G. R. (2019). Qualitative Case Study of Teachers' Morale in a Turnaround School. *Research in Higher Education Journal*, 37(12), 1–12.
- [54] Latif, S. M. S. (2021). Factors Defining Teacher Morale. *International Research Journal of Engineering and Technology (IRJET)*, 8(3), 3106–3108.
- [55] Lim, J. R. T. (2021). Strengthening teachers' morale through awards and recognition approach. *International Journal of Research Studies in Education*, 10(9), 15–22.
- [56] Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The Effect of Instructional Leadership and Distributed Leadership on Teacher Self-efficacy and Job Satisfaction: Mediating Roles of Supportive School Culture and Teacher Collaboration. *Educational Management Administration and Leadership*, 49(3), 430–453. <https://doi.org/10.1177/1741143220910438>
- [57] Livigha, G., & Seni, A. J. (2025). Leadership Strategies for Enhancing Teacher Commitment in Public Secondary Schools in Tanzania: An Ethical and Moral Inquiry. *Huria Journal of the Open University of Tanzania*, 32, 27–51. <https://doi.org/10.61538/huria.vi.1627>
- [58] Mahmoud Raba, A. A. A. (2017). the Impact of Effective Teaching Strategies on Producing Fast and Good Learning Outcomes. *International Journal of Research - Granthaalayah*, 5(1), 43–58. <https://doi.org/10.29121/granthaalayah.v5.i1.2017.1691>
- [59] Manaseh, A. M. (2016). Instructional Leadership: the Role of Heads of Schools in Managing the Instructional Programme. *International Journal of Educational Leadership and Management*, 4(1), 30–47. <https://doi.org/10.17583/ijelm.2016.1691>
- [60] Mboweni, L., & Taole, M. J. (2022). Understanding Teacher Morale Among Primary School Teachers. *International Journal of Educational Methodology*, 8(1), 29–38. <https://doi.org/10.12973/ijem.8.1.29>
- [61] McBrayer, J. S., Akins, C., Blume, A. G. de, Cleveland, R., & Pannell, S. (2020). Instructional Leadership Practices and School Leaders' Self-Efficacy. *School Leadership Review*, 15(1), 13.
- [62] Meyer, A., Richter, D., & Hartung-Beck, V. (2022). The relationship between principal leadership and teacher collaboration: Investigating the mediating effect of teachers' collective efficacy. *Educational Management Administration & Leadership*, 50(4), 593–612.
- [63] Mkumbo, K. (2018). Job Satisfaction and Motivation of Primary School Teachers in Tanzania. *Papers in Education and Development*, 36.
- [64] Modest, J., & Onyango, D. O. (2021). Influence of School Workplace Condition on Teachers' Job Satisfaction in Public Secondary Schools in Bukoba Rural District in Kagera Region, Tanzania. *International Journal of English Literature and Social Sciences*, 6(5), 288–303. <https://doi.org/10.22161/ijels>
- [65] MoEVT. (2013). *School improvement toolkit- practical guide for head teachers*. July, 1–20.
- [66] Mohamed, S. (2020). *Factors Affecting Performance of Primary School Teachers in Public Schools in Tanzania*.
- [67] Molina-Moreno, P., Molero-Jurado, M. del M., Pérez-Fuentes, M. del C., & Gázquez-Linares, J. J. (2024). Analysis of personal competences in teachers: a systematic review. *Frontiers in Education*, 9(August). <https://doi.org/10.3389/educ.2024.1433908>
- [68] Msuya, O. W. (2021). Morale and Job Satisfaction Levels among Teachers in Tanzania: A Case of Selected Public Secondary Schools in the Northern Zone. *Selected Topics in Humanities and Social Sciences Vol. 2*, 2, 49–58. <https://doi.org/10.9734/bpi/sthss/v2/5078d>
- [69] Mushi, P. (2006). Religion and provision of education and employment in Tanzania. Justice, Rights and Worship: Religion and Politics in Tanzania, Dar es Salaam: In E&D.
- [70] Musumi, K., & Mkulu, D. G. (2020). Instructional Leadership Styles on Students' Academic Performance in Public Secondary Schools in Tarime Urban District, Mara-Tanzania. *Journal of Humanities and Education Development*, 2(6), 454–463. <https://doi.org/10.22161/jhed.2.6.11>
- [71] Mwesiga, A., & Kireti, P. (2018). Teachers' Commitment and Compliance with Codes of Ethics and Professional Conduct in Kagera Region. *International Journal of Contemporary Applied Researches*, 5(5), 55–77.

- [72] Mwesiga, A., & Okendo, E. O. (2018). Levels of Teachers Commitment to the Teaching Profession in Secondary Schools in Kagera Region, Tanzania. *Research on Humanities and Social Sciences*, 8(14), 117–127.
- [73] Naz, F., & Rashid, S. (2021). Effective Instructional Leadership can Enhance Teachers' Motivation and Improve Students' Learning Outcomes. *Sir Syed Journal of Education & Social Research*, 4(1), 477–485. [https://doi.org/https://doi.org/10.36902/sjesr-vol4-iss1-2021\(477-485\)](https://doi.org/https://doi.org/10.36902/sjesr-vol4-iss1-2021(477-485))
- [74] Ngowi, N., & Mafwolo, G. (2022). Assessment of the Effectiveness of School Management Committees Performance in Tanzania: Evidence from Selected Public Primary Schools from Ilmela Municipality. *Planning and Development Initiative Journal*, 5(2), 1–89.
- [75] Niemi, H. (2021). Education reforms for equity and quality: An analysis from an educational ecosystem perspective with reference to Finnish educational transformations. *Center for Educational Policy Studies Journal*, 11(2), 13–35. <https://doi.org/10.26529/cepsj.1100>
- [76] Nyambo, L. (2017). *The role of head teachers as internal instruction supervisors of pupils' academic performance in Tanzania (Unpublished Master's thesis)*.
- [77] Nzowa, G. (2020). Assessment of Teachers' Nonmonetary Motivational Factors on Job Satisfaction among Public Secondary Schools in Arusha District, Tanzania. *East African Journal of Education and Social Sciences*, 1(2), 1–10. <https://doi.org/10.46606/eajess2020v01i02.0016>
- [78] Ondong, J. C. (2024). Utilization of School Resources in Basic Education: A Multiple Case Study. *Psych Educ*, 2024(10), 2024–1524. <https://doi.org/10.5281/zenodo.10601769>
- [79] Pandey, S. (2024). Impact of teachers' mental health in classroom transactions: A narrative review of literature. *International Journal of Indian Psychology*, 12(3), 2605–2608. <https://doi.org/10.25215/1203.252>
- [80] Pendleton-Brown, S. N. (2019). Teacher Job Satisfaction and School Leadership. *Walden University Scholar Works*, 1–156.
- [81] Pius M Shao. (2021). Assessment of Teachers' Commitment in Improving Students' Academic Performances: A Comparative Study of Public and Private Secondary Schools in Babati Town Council, Tanzania. In *Pharmacognosy Magazine* (Vol. 75, Issue 17).
- [82] Presidents' Office Regional Administration and Local Government. (2022). *Uteuzi wa viongozi wa elimu katika mamlaka za serikali za mitaa na mikoa, Ofisi ya Rais Tawala za Mikoa na Serikali za mitaa*.
- [83] Puruwita, D., Jamian, L. S., & Aziz, N. A. (2022). Instructional Leadership Practices and Teachers' Job Performance at High-Performing Vocational Schools in Indonesia: A Conceptual Framework. *Asian Journal of University Education*, 18(3), 585–596. <https://doi.org/10.24191/ajue.v18i3.18946>
- [84] Rahmi, K. H. (2024). Teachers' mental health and well-being in education: What can be improved for the education system in Indonesia? *Multidisciplinary Reviews*, 7(12). <https://doi.org/10.31893/multirev.2024301>
- [85] Ralebese, M. D., Jita, L. C., & Badmus, O. T. (2025). Perceptions and practices of principals: examining instructional leadership for curriculum reform. *Frontiers in Education*, 10(May), 1–11. <https://doi.org/10.3389/feduc.2025.1591106>
- [86] Rasudin, S. N., & Shohaimi, S. (2017). A validation study of the Malay version of career commitment questionnaire. *International Journal Of Community Medicine And Public Health*, 4(6), 1827. <https://doi.org/10.18203/2394-6040.ijcmph20172140>
- [87] Razali, N., & Sukor, M. S. M. (2023). Burnout and Psychological Well-Being among Public School Teachers. *International Journal Of Arts Humanities And Social Sciences Studies*, 8(10), 82–87.
- [88] Rwiza, G. (2016). *The Decentralization Policy for Education in Tanzania: The Impact on Primary Head Teachers and their Instructional and Managerial Roles by Grace Rwiza A thesis submitted in partial fulfillment of requirements for the degree of Doctor of Philosophy in Edu*. 67(6), 14–21.
- [89] Saksri, S., Chunin, M., & Nokchan, C. (2018). Predicting Teacher Morale on Work Performance, Social Support, and Career Success. *International Journal of Education and Research*, 6(11), 229–240.
- [90] Sarah V. Chiwamba, Evaristo Mtitu, Josphert Kimatu, M. O. (2022). Influence of Heads of School Instructional Supervision Practices on Teachers Work Performance in Public Secondary Schools in Lindi Region-Tanzania. *Journal of Education and Practice*, June. <https://doi.org/10.7176/jep/13-14-01>
- [91] Seong, D. N. F. (2019). Instructional Leadership. In *Instructional Leadership and Leadership for Learning in Schools: Understanding Theories of Leading* (p. 451).
- [92] Sharafat, M. Q. M. Al, AlMasacid, L. M. O., & Zoubi, R. M. S. A.-. (2024). Teachers' Perspectives on Public School Principals' Instructional Leadership Practices: An Assessment Using the Hallinger Scale. *Journal of Educational and Social Research*, 14(3), 324–342. <https://doi.org/10.36941/jesr-2024-0076>
- [93] Singh, A. (2023). Impact of Training and Development As a Vital Instrument for Boosting Morale and Productivity Among Young Employees. *International Journal of Management, Public Policy and Research*, 2(4), 11–17. <https://doi.org/10.55829/ijmpr.v2i4.182>
- [94] Stromquist, N. P. (2018). The global status of teachers and the teaching profession. In *Education International Research* (Issue September).
- [95] Syahril, S., & Hadiyanto, H. (2018). Improving School Climate for Better Quality Educational Management. *Journal of Educational and Learning Studies*, 1(1), 16. <https://doi.org/10.32698/0182>
- [96] United States Agency for International Development (USAID). (2018). *Introduction to Gender-Responsive Teaching Methods*. 17.
- [97] URT. (2014). *Sera ya Elimu na Mafunzo ya Ufundi*. 2023.
- [98] URT. (2018a). Education Sector Development Plan (2016/17-2020/21). *Ministry of Education, Science and Technology*, June 2017, 246.

- [99] URT. (2018b). *Education Sector Development Plan (2016/17 – 2020/21)*.
- [100] URT. (2018c). *Final programme document: application for the global partnership for education (GPE) teaching and learning education support (GPE LANES II) grant. November*, 1–155.
- [101] URT. (2021). National Five Year Development Plan 2021/22-2025/26: Realising Competitiveness and Industrialisation for Human Development. In *United Republic of Tanzania, Ministry of Finance and Planning* (Issue June).
- [102] URT. (2022). *Partnership Compact 2021/22-2025/26: Towards Improved Inclusive Student Based Teaching for Quality Learning. October 2022*, 57.
- [103] Werang, B. R., Agung, A. A. G., Pio, R. J., Asaloei, S. I., & Leba, S. M. R. (2023). School Principal Leadership, Teachers' Commitment and Morale in Remote Elementary Schools of Indonesia. *Multidisciplinary Journal of Educational Research*, 13(3), 325–347. <https://doi.org/10.17583/remie.9546>
- [104] Westover, J. (2024). The Influence of Workload and Work Environment on Employee Job Satisfaction. *Human Capital Leadership Review*, 12(1), 688–693. <https://doi.org/10.70175/hclreview.2020.12.1.6>
- [105] Willis, M., & Varner, L. W. (2010). Factors that affect teacher morale. *Academic Leadership*, 8(4). <https://doi.org/10.58809/mgoz8765>
- [106] Wu, Y. (2023). Exploring Instructional Leadership, Teacher Collaboration, Job Satisfaction, and Student Learning: A Multilevel Moderated Mediation Analysis. *Nucl. Phys.*, 13(1), 104–116.
- [107] Yaghoubia, M., Behzad Farrokh Sereshta, Ghorbanali Agha-Ahmadib, & Mohammad Javad Taghi-Pouriana. (2022). Job Commitment Model (as Part of Professional Ethics) in Employees of Public Organizations. *International Journal of Ethics & Society*, 3(4), 33–43. <https://doi.org/10.52547/ijethics.3.4.33>